

# 2022 Annual Report to the School Community

School Name: Carwatha College P-12 (5435)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 07:51 AM by Patrick Mulcahy (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 04 April 2023 at 06:21 PM by Liz Irving (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').



# About Our School

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## School context

Carwatha College P-12 is a co-educational, Preparatory to Year 12 (P-12) college of approximately 600 students, from over 67 different nationalities, the school is going through significant growth in student numbers due to our reputation as an outstanding educational provider, we are situated on the borders of Noble Park North, Mulgrave and Dandenong North. In 2022, Carwatha had 68.3 equivalent full time (EFT) staff, consisting of 3.0 Principal Class, 44 teachers and 21.3 Education Support staff. Our Student Family Occupation and Education (SFOE) Index is 0.5359.

At Carwatha College P 12 we provide a quality education with high expectations and multiple pathways for students to achieve success. We have a dedicated and skilled teaching team at the College and the academic progress and wellbeing of every student is of the utmost importance. As a leading co-educational public school in the City of Greater Dandenong and surrounding areas, we emphasise developing and maintaining positive relationships. We focus on getting to know each student as an individual. We provide a safe, caring, stimulating and well-disciplined environment that enhances learning, personal growth and wellbeing for all students.

The college motto "Learning Together" reflects our belief in maintaining positive and mutually supportive relationships between students, teachers, and parents. We aim to maximise the learning growth for all of our students, through a highly personalised learning program. Beyond the classroom, we offer a wide range of programs and activities to ensure that all students have opportunities to develop important life skills, explore and achieve in their areas of interest and build leadership capacity. Every child matters and every student at Carwatha College P-12 should expect to achieve success.

Increased enrolments have allowed for greater flexibility both in staffing and in curriculum while still maintaining a community feel and sense of belonging. The College has been steadily increasing the range of programs offered, 2022 saw the Soccer Academy grow to 76 students and has seen our High Achievers Program, the SEE program have its first students study for their VCE. The SEE Program has been developed to address the needs of High Achieving students who demonstrate Academic Excellence.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The College leadership team and staff continue to place a strong emphasis on high expectations, challenging students to be their best in all aspects of their education and to continue to strengthen the culture of high achievement. We achieved very good results in 2022.

Our VCE mean study score (27.1) for all subjects was significantly above similar schools (25.9) and rapidly closing the gap on the state (28.9). The percentage of students who achieved an ATAR score above 80 (22%), above 70 (33%) and above 60 (53%) were all above state level.

Our Naplan data was outstanding providing further proof that our teaching and learning programs across the entire school are extremely effective. Carwatha College P-12 students performed significantly above similar schools in 9 of the areas measured and above the national level in 10 of the areas measured. This is extremely pleasing considering the high SFOE and multi-cultural nature of our cohort.

### NAPLAN 2022

YEAR	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
GRADE 3	430	441	442	396	375
GRADE 5	558	521	551	527	502
YEAR 7	550	528	552	523	537
YEAR 9	573	566	572	560	574

Blue is above similar schools.

Green is above all students in Australia.

We continue to use data to inform teaching and learning (differentiation in lesson planning) and moderation of benchmark tasks across all year levels. There also continues to be a strong emphasis on the teaching of literacy and numeracy across the Prep to 9 programs. All staff in the college utilise a data Inquiry Cycle process to build on our data - driven approach to tailor teaching and learning practices suitable for our learners, ensuring we address our students at their individual point of need. PAT testing in English and mathematics and whole school data sets have continued to be used at years Prep to 9 to target gaps in literacy and numeracy. Our intervention program has been successful in improving student self-esteem and confidence in their learning, with most students targeted for numeracy and literacy intervention support achieving 12 months growth or higher. Carwatha College P-12 program for students with a Disability (PSD): All our PSD students showed satisfactory (or better) progress in achieving their individual goals. We had over 25 PSD funded students in 2022. Most of them worked diligently to achieve excellent progress with their goals. The team of aides supported all our funded students and ensured that all schoolwork was accessible to all.

## Wellbeing

Carwatha Students are happy, feel safe and are engaged. We pride ourselves on the development of positive and close relationships being a key strength of the College. Our students are engaged and enjoy coming to school, as reflected by the Student Attitudes to School Survey results where we continue to score above the state's 4-year average of connectedness and the management of Bullying.

	Years 4 to 6 4-year average		Years 7 to 9 4-year average	
	Carwatha College P12	State	Carwatha College P12	State
Sense of connectedness	82.7%	79.5%	62.1%	52.5%
Management of Bullying	80.8%	78.3%	64.5%	54%

Our House System was introduced in 2022 with the College's ongoing focus on building student connectedness to school, which is very important as the school continues to grow. In 2023 we will introduce the Home Group structure meaning that every student in the secondary school will be in a home group and will have the same teacher support and mentor them for the entire secondary schooling.

The College Wellbeing team includes a team of four who all bring a depth of experience and expertise to support the wellbeing of all our students across the college. Led by the Director of

Student Wellbeing, we have a School Chaplain, Secondary School First aid officer, Youth Worker, and a School Psychologist.

In addition, our Year 6-7 transition program continues to support students identified as at risk whilst in primary school. Our Year 10 Peer Support program is in place to support all Year 7 students during their first year at the College. This year we continued to utilise the Compass Wellbeing portal for entry of all wellbeing data by staff as a repository for referral and action by coordinators, wellbeing staff and the College leadership team.

Our parents volunteer each morning to run Breakfast Club in the school canteen, some mornings serving over 90 students breakfast so that they can begin their school day prepared.

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## Engagement

Carwatha College students are engaged and connected to their school, and we are proud of the programs which support students in these areas. Our “whole school” approach to student engagement and management includes consistent application of our 5 school rules and commitment to our values: Respect, Commitment, Teamwork and Excellence. Staff get to know their students well to ensure that their individual needs can be met. Positive relationships between all members of the school community are encouraged and supported. These are further enhanced through an extensive extra-curricular program. Student attendance rates and retention continue to exceed that of the state mean and of similar schools. Our overall (Years 7 – 12) attendance rate last year was 91.7%, seeing our Year 7 students at 89% attendance, Year 8 students at 89%, Year 9 and 10 at 87% and Year 11 at 89% and 12 students at 94%. Our average number of absence days for Years 7 to 12 students over the past 4 years was 14.4 days. These results were better than similar schools four-year average 24.7 and the state four-year average 21.8. Our Prep to 6 attendance rates over the past 4 years was better than similar schools and just below the state average, it will be a focus going forward in 2024.

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## Financial performance

Whilst there is a deficit reported, it has been budgeted for and the College has plans going forward to minimise it and manage it into the future. We have continued to manage our staffing profile as a means of managing our deficit going forward. We have the cash reserves to manage this deficit. Throughout 2022, resources were allocated effectively to achieve our goals. Government grants and local funds were used to finance improvements in resources and facilities. The school will continue to seek extra funding through applications for grants as appropriate. We will also continue to ensure that money is kept in reserve to enable large capital investments such as bus replacement, equipment replacement and unexpected costs.

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 508 students were enrolled at this school in 2022, 258 female and 250 male.

42 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

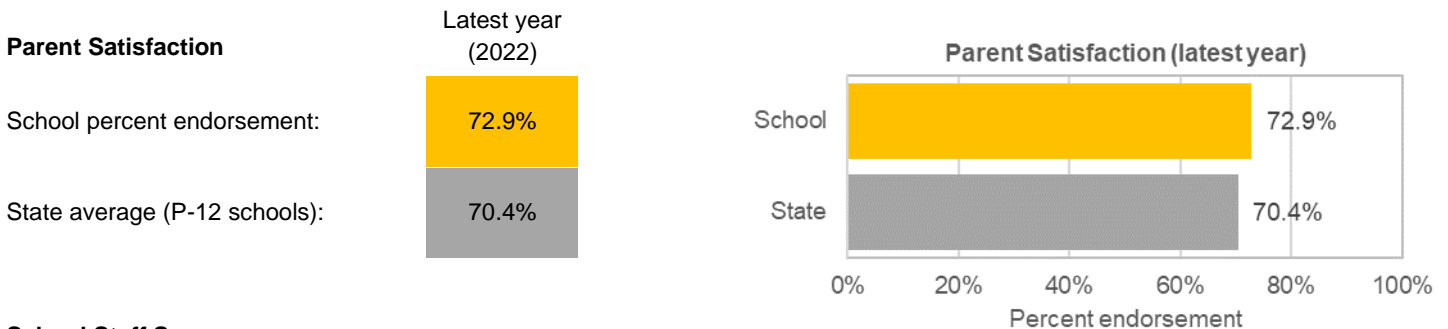
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

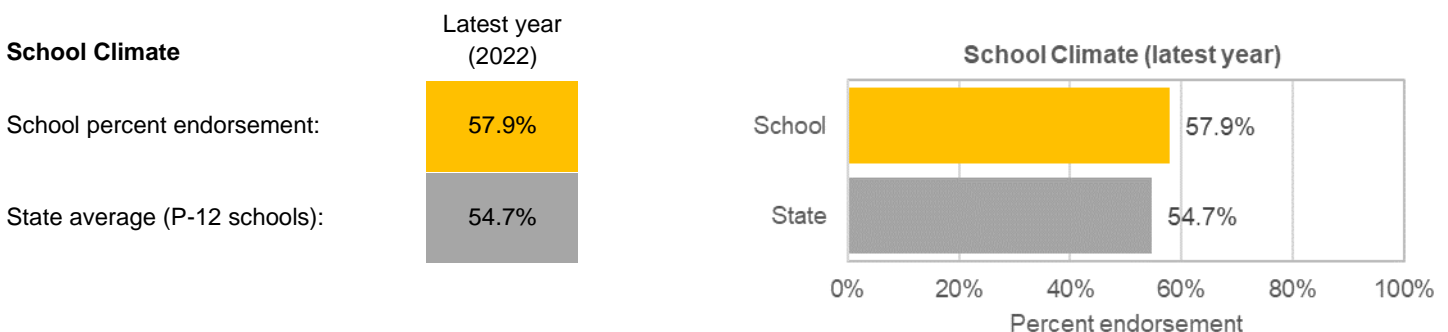


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

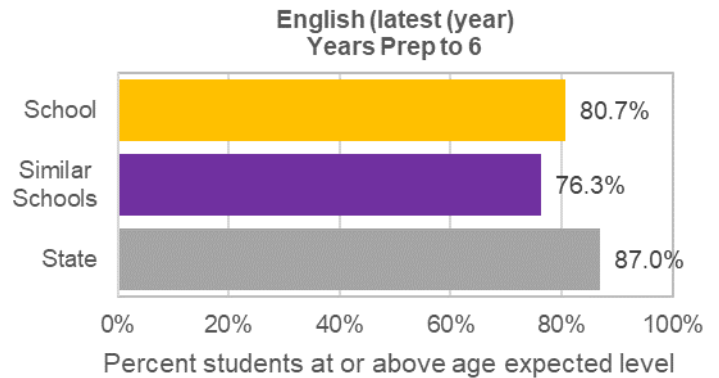
80.7%

Similar Schools average:

76.3%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

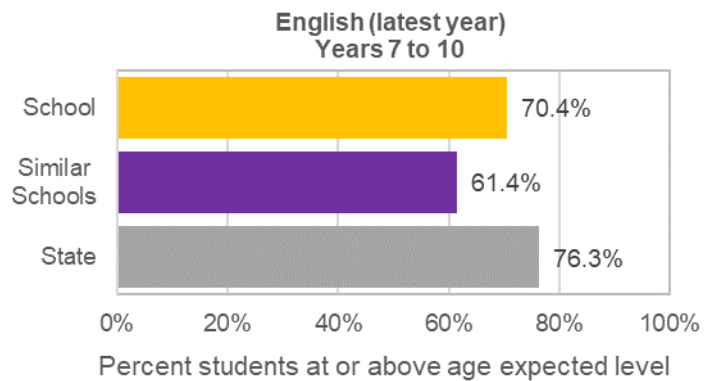
70.4%

Similar Schools average:

61.4%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

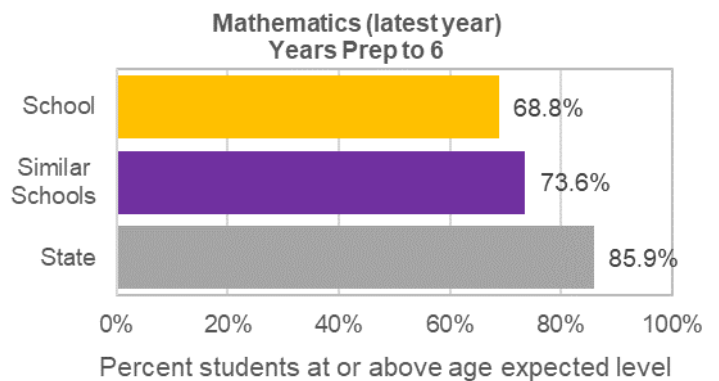
68.8%

Similar Schools average:

73.6%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

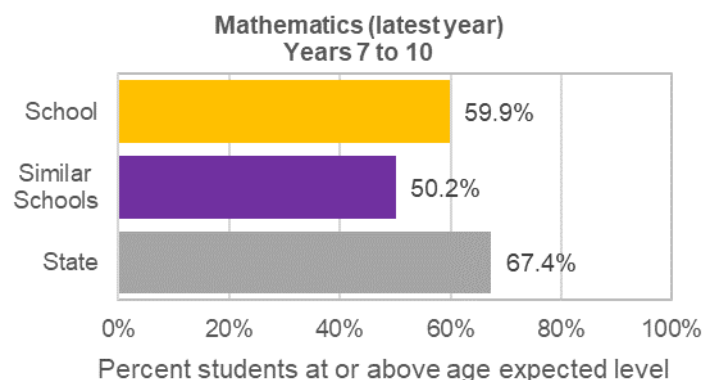
59.9%

Similar Schools average:

50.2%

State average:

67.4%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

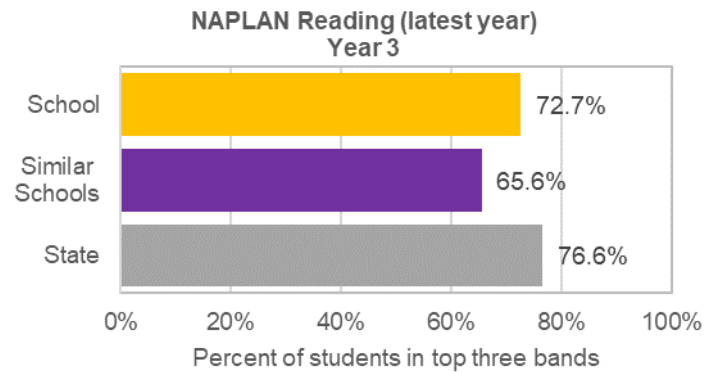
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

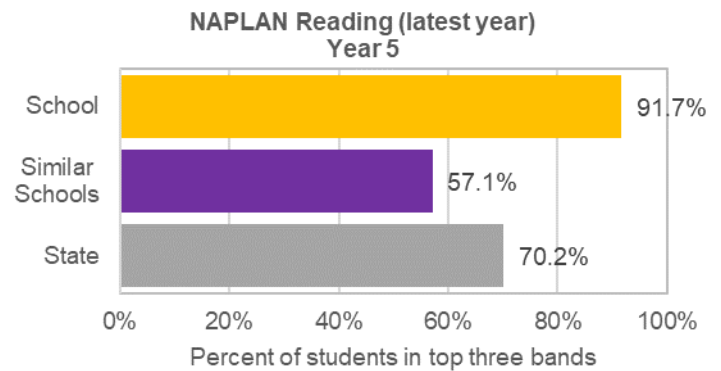
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	77.8%
Similar Schools average:	65.6%	65.8%
State average:	76.6%	76.6%



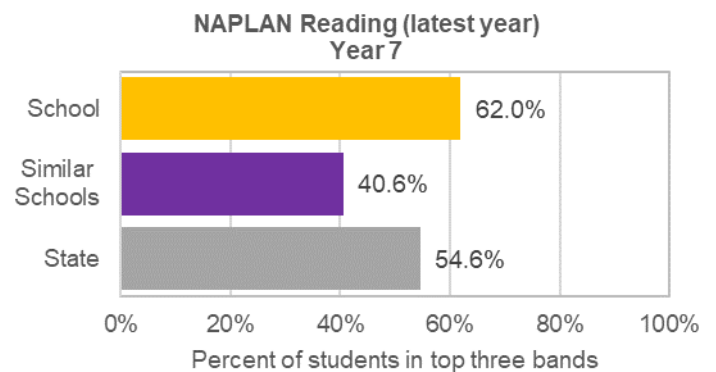
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	80.4%
Similar Schools average:	57.1%	56.6%
State average:	70.2%	69.5%



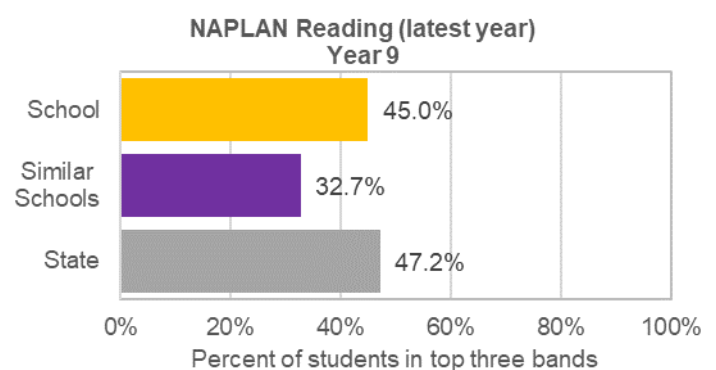
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.0%	50.0%
Similar Schools average:	40.6%	41.7%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	36.7%
Similar Schools average:	32.7%	31.9%
State average:	47.2%	46.0%



**LEARNING (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN (continued)**

**Numeracy  
Year 3**

Latest year  
(2022)      4-year  
average

School percent of students in  
top three bands:

47.8%	51.0%
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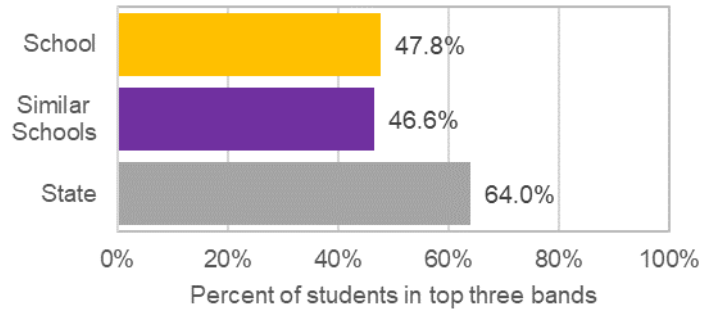
Similar Schools average:

46.6%	50.8%
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State average:

64.0%	66.6%
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**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)      4-year  
average

School percent of students in  
top three bands:

75.0%	62.7%
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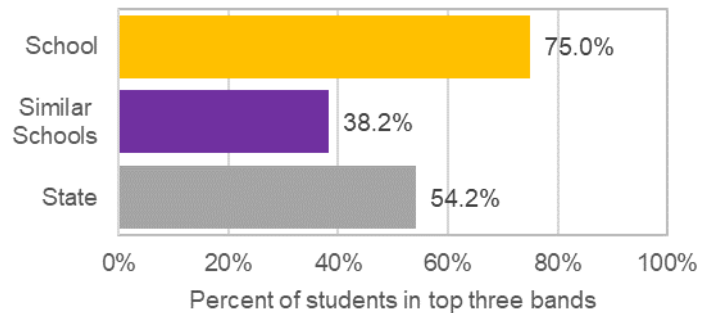
Similar Schools average:

38.2%	43.4%
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State average:

54.2%	58.8%
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**NAPLAN Numeracy (latest year)  
Year 5**



**Numeracy  
Year 7**

Latest year  
(2022)      4-year  
average

School percent of students in  
top three bands:

50.0%	46.2%
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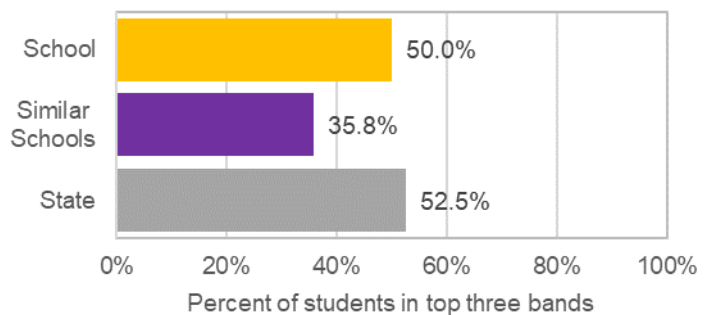
Similar Schools average:

35.8%	38.5%
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State average:

52.5%	54.8%
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**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)      4-year  
average

School percent of students in  
top three bands:

39.3%	30.6%
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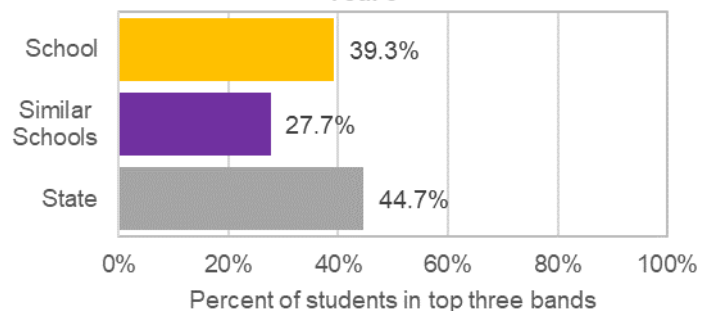
Similar Schools average:

27.7%	29.0%
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State average:

44.7%	45.6%
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**NAPLAN Numeracy (latest year)  
Year 9**



## LEARNING (continued)

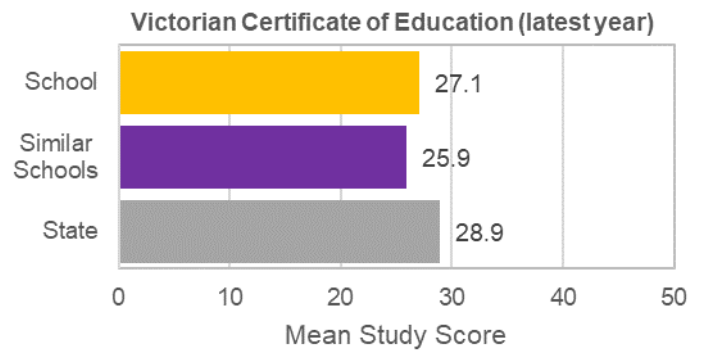
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	27.1	26.6
Similar Schools average:	25.9	25.9
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

27%

VET units of competence satisfactorily completed in 2022:

62%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

81%

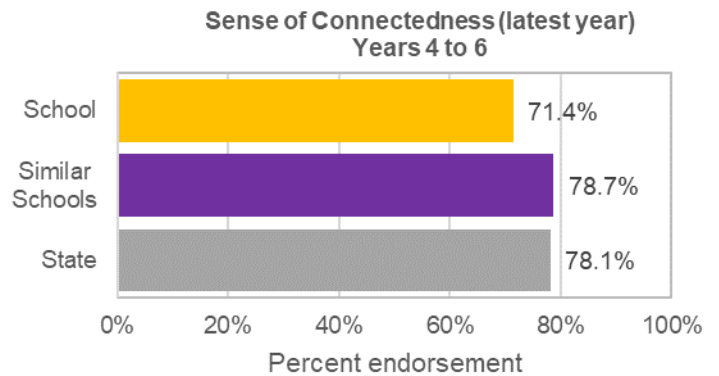
## WELLBEING

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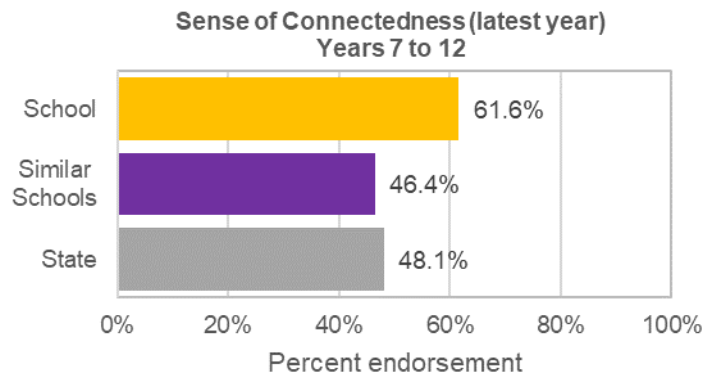
### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	71.4%	82.7%
Similar Schools average:	78.7%	80.7%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	61.6%	62.1%
Similar Schools average:	46.4%	49.3%
State average:	48.1%	52.5%



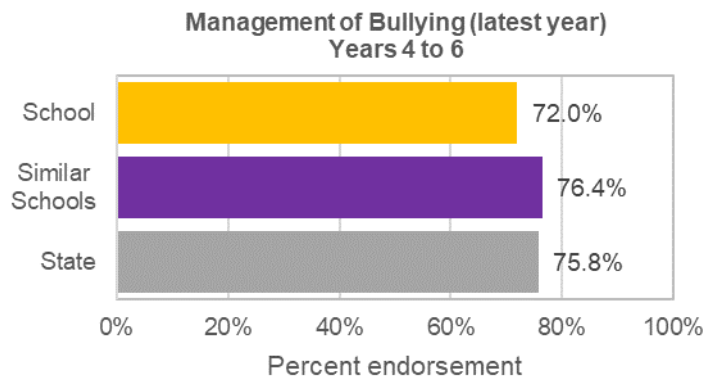
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

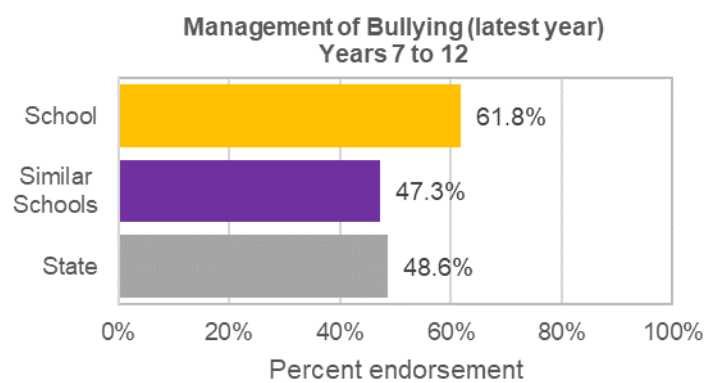
#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.0%	80.8%
Similar Schools average:	76.4%	79.3%
State average:	75.8%	78.3%



#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	61.8%	64.5%
Similar Schools average:	47.3%	51.0%
State average:	48.6%	54.0%



## ENGAGEMENT

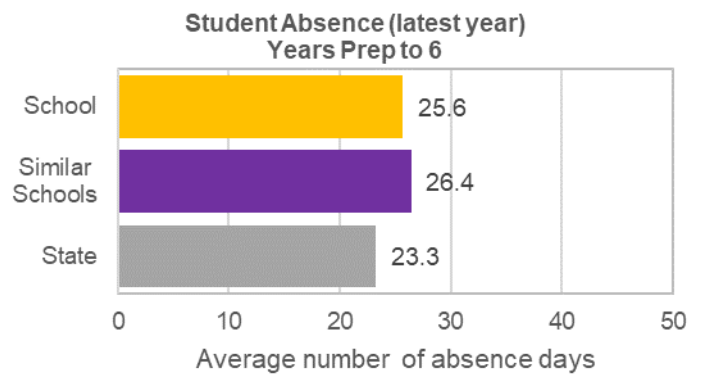
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

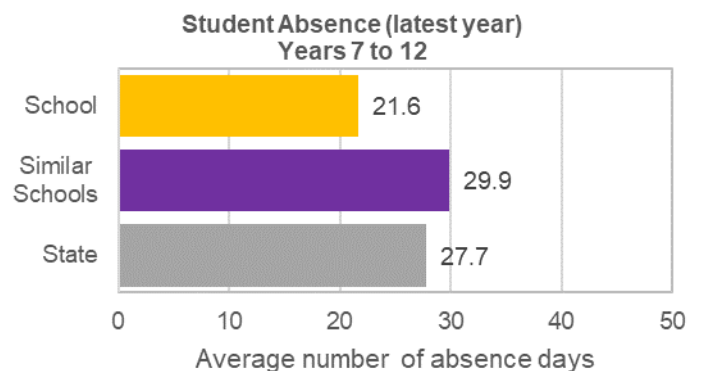
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.6	20.0
Similar Schools average:	26.4	21.1
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	21.6	17.8
Similar Schools average:	29.9	24.7
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	88%	89%	86%	81%	84%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	89%	89%	87%	90%	89%	94%	

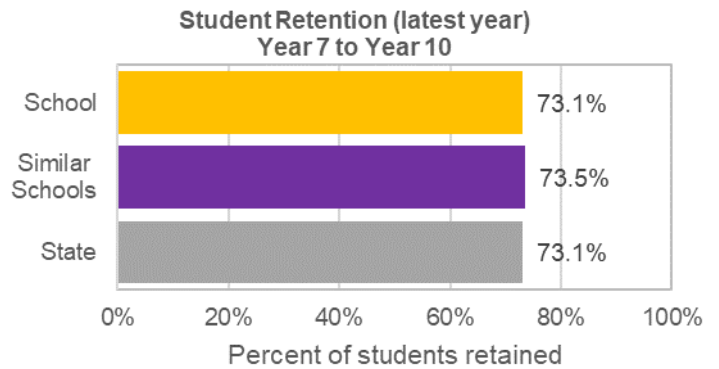
## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	73.1%	70.9%
Similar Schools average:	73.5%	72.5%
State average:	73.1%	73.0%



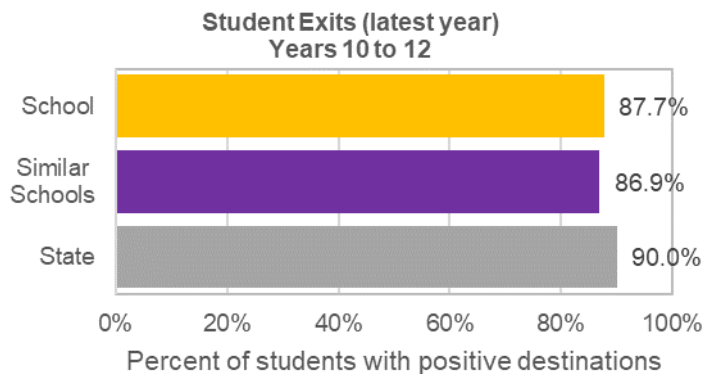
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	87.7%	85.2%
Similar Schools average:	86.9%	86.4%
State average:	90.0%	89.3%





# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,764,602
Government Provided DET Grants	\$846,192
Government Grants Commonwealth	\$45,342
Government Grants State	\$43,556
Revenue Other	\$82,295
Locally Raised Funds	\$275,355
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,057,343</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$787,640
Equity (Catch Up)	\$26,858
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$814,498</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,699,637
Adjustments	\$0
Books & Publications	\$16,323
Camps/Excursions/Activities	\$129,984
Communication Costs	\$16,122
Consumables	\$137,215
Miscellaneous Expense <sup>3</sup>	\$562,987
Professional Development	\$26,263
Equipment/Maintenance/Hire	\$142,305
Property Services	\$101,853
Salaries & Allowances <sup>4</sup>	\$212,581
Support Services	\$515,488
Trading & Fundraising	\$17,487
Motor Vehicle Expenses	\$14,940
Travel & Subsistence	\$427
Utilities	\$81,598
<b>Total Operating Expenditure</b>	<b>\$9,675,212</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,617,869)</b>
<b>Asset Acquisitions</b>	<b>\$7,254</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,854,115
Official Account	\$88,902
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,943,018</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$316,956
Other Recurrent Expenditure	\$6,755
Provision Accounts	\$6,536
Funds Received in Advance	\$120,212
School Based Programs	\$144,231
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,327
Repayable to the Department	\$89,000
Asset/Equipment Replacement < 12 months	\$147,127
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$139,193
Asset/Equipment Replacement > 12 months	\$325,000
Capital - Buildings/Grounds > 12 months	\$178,464
Maintenance - Buildings/Grounds > 12 months	\$466,406
<b>Total Financial Commitments</b>	<b>\$1,942,206</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*